DOCUMENT RESUME

ED 086 721 TM 003 371

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TITLE	State Testing and Evaluation Programs.
INSTITUTION	Office of Education (DHEW), Washington, D.C.
REPORT NO	CIRC-320
PUB DATE	51
NOTE	39p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Educational Testing; Program Descriptions; *State Programs; *State Surveys; Student Evaluation; *Testing Programs
IDENTIFIERS	*State Testing Programs

ABSTRACT

This report is concerned with the state testing and evaluation programs which were in effect during the year 1949-1950. Each program account describes the agency which coordinated the program; the nature and purpose of the program including the tests administered, the uses of test results, and other pertinent information; and the publications which were available from each state. A summary of the purposes for the Texas program is provided in the Appendix to illustrate various uses of the results of state-wide testing. States which had no program are so indicated. (NE)

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STATE TESTING AND EVALUATION PROGRAMS

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FEDERAL SECURITY AGENCY
Office of Education
Washington 25, D. C.

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STATE TESTING AND EVALUATION PROGRAMS

I. INTRODUCTION

State testing programs have a long history, beginning as they did soon after the establishment of graded schools. These examinations were first used as a check on the teachers and the schools to see if they were conforming to the standards set for such schools and grades, i.e., the scores of the pupils were only used for the purpose of judging the efficiency of the school. Together with this growth of testing for judging the efficiency of instruction, there evolved a system of school inspection by State school officials which was also for the purpose of measuring or--as one would now say--evaluating the school programs. This type of evaluation was usually composed of two elements--a rating of schools on the basis of physical properties--number of books, adequacy of buildings, sanitary facilities, etc.--and the rating of a school through visitation to observe the efficiency of the teaching.

The first type of evaluation--that of testing--has changed both in methods and purpose. The principal change in method has been the introduction of new type examination items and the use of aptitude tests in addition or in the place of achievement tests. The purposes of the tests have also changed. Now, they are rarely used for the purpose of rating schools. They are used for such purposes as discovering weaknesses and strengths in pupil achievement and in aptitudes for various types of educational and vocational guidance. Appendix A gives the purposes for the Texas program. This illustrates the variety of uses of the results of State-wide testing.

The other related movement--the evaluation of schools through rating and observation--has also evolved during the same two decades but more specifically during the last decade. Improvement in this area has taken place largely through the impetus of the Cooperative Study of Secondary School Standards which eventuated in the 1940 Edition of the Evaluative Criteria. Through these criteria, the school is observed more directly as to the essential purpose of education--the development of desirable behavior in pupils--than the original rating schemes. The impetus of the Cooperative Study on the secondary school has resulted in State departments and regional accrediting associations changing their emphases in such rating and accreditation of high schools. It also has influenced some local adaptations and refinements for secondary schools and encouraged the formation of evaluative criteria for the elementary schools.

Besides the programs here described, there are Nation-wide programs also. Publishers of tests from time to time offer testing services on the national level. Nonprofit testing agencies also do this. Some of the State testing programs are also used in other States than that of the State of origin. This is true, for example, with the Iowa program and the Kansas (State Teachers College) program. The more notable examples of the nonprofit national programs at present are (1) the program (used largely by independent or private schools) of the Educational Records Bureau 1/ which offers a fairly complete program of achievement, scholastic aptitude, and other tests together

1/ Educational Records Bureau, 21 Audubon Avenue, New York 32, N.Y.

with the interpretation of the results of such testing; and (2) the Annual Nation-wide High School Testing Program in Understanding Current Affairs carried on by the Educational Testing Service.

The measurement programs are, in general, voluntary so that in some States only a small fraction of the pupils in the grades concerned are tested whereas in others the large majority are so tested. Evaluation programs at the high school level on the other hand are usually compulsory although the schools concerned cooperate in arranging for such evaluations.

The report is primarily concerned with measurement programs but the evaluation programs are also referred to since they are becoming more and more prominent in the programs of State departments of education. It is based largely on correspondence and statements found in various publications and the Office of Education would like to receive information concerning changes in these programs as well as corrections in the descriptions. The programs reported upon are, except where noted, those in effect for the year 1949-50. For most programs, the pattern of measurement is set. In that case, the description for 1949-50 also describes the program for 1950-51.

III. STATE TESTING PROGRAMS--BY STATES

ALABAMA - (one program)

AGENCY: This State-wide testing program is carried out by the State Department of Education under the sponsorship of a Commission on High School and College Relations, composed of representatives from the Alabama College Association and the Alabama Association of Secondary School Principals.

PERSON IN CHARGE: Dr. W. L. Spencer, Supervisor of Instruction, State Department of Education, Montgomery 4, Ala.

NATURE AND PURPOSE OF THE PROGRAM: This is a State-wide program of measurement for the purpose of furnishing colleges with supplementary evidence regarding ability to do college work. Results are also used by high schools in advising graduating seniors regarding whether or not they should attend college. The test used is the American Psychological Examination (1946-47), Educational Testing Service,3/ which is administered to 11th grade students.

After the program is established by the Commission, the schools order the tests direct from the publisher. The schools also administer the tests. The answer sheets are scored under the supervision of the Commission and each high school receives a list of the scores for its students. A duplicate list is filed in the State Department of Education. These lists are sent to the colleges and universities.

PUBLICATIONS: Bulletin of the Association of Alabama Colleges, May be obtained from W. L. Spencer, State Department of Education, Montgomery, Ala.

ARIZONA - (no program)

ARKANSAS

The Arkansas State Department of Education, in its supervision in elementary education, encourages a cooperative program in testing to fit individual county needs. No over-all State-wide testing is carried on. In this work the State Department of Education has the aid of the Arkansas State Teachers College and the University of Arkansas. The coordinator of the plan is: Mr. Myron Cunningham, Supervisor, Elementary Education, State Department of Education, Little Rock, Ark.

CALIFORNIA

California has no State-wide testing program, but aid to individual schools is furnished by Consultants in Evaluation assigned to the Bureau of Educational Research, State Department of Education. The person in charge of this work is Warren Natwick, Consultant in Educational Research, State Department of Education, Sacramento, Calif.

3/ The full addresses of the publishers of the standardized tests used in programs are given in Appendix B.

COLORADO - (no program)

CONNECTICUT - (one program)

AGENCY: Bureau of Educational Research and Service, University of Connecticut, Storrs, Conn. A committee representing the Connecticut Association of Public School Superintendents, the Connecticut Association of Secondary School Principals, and the State Department of Education, advises on general policies.

PERSON IN CHARGE: Dr. J. Raymond Gerberich, Director of the Bureau of Educational Research and Service, University of Connecticut, Storrs, Conn.

NATURE AND PURPOSE OF THE PROGRAM: The Connecticut testing program is a voluntary program in which types of testing are offered as follows:

1. General intelligence, aptitude, and classification tests.
2. General achievement tests.
3. Achievement tests in subject fields.
4. Achievement tests in specific subjects.
5. Miscellaneous achievement tests.
6. Personality inventories.
7. U.S. Armed Forces Institute tests.

Most of the service offered is in grades 4-12, but service is also offered to university departments on their course examinations and to the Division of Student Personnel on Admissions and Freshman Week testing. The testing service is for guidance and instructional purposes. The service consists of distributing, scoring, reporting results, and aid in interpreting results. Tests of the following publishers are offered: Bureau of Educational Research and Service, University of Iowa; Bureau of Publications; California Test Bureau; Educational Test Bureau; Educational Testing Service; Houghton Mifflin Company; McKnight and McKnight; Ohio College Association; Psychological Corporation; Public School Publishing Company; Steck Company; Science Research Associates, Inc.; Sheridan Supply Company; Stanford University Press; World Book Company.

PUBLICATIONS: Thirteenth Annual Connecticut Cooperative Testing Program, published annually. Bureau of Educational Research and Service, University of Connecticut, Storrs, Conn. January 1950.

DELAWARE - (one program)

AGENCY: State Department of Public Instruction, Division of Research and Publications.

PERSON IN CHARGE: Dr. Robert C. Stewart, State Director of Research and Publications, State Department of Public Instruction, Dover, Del.

NATURE AND PURPOSE OF PROGRAM: An intelligence testing program is carried out each spring in the State-supervised schools for general guidance and instruction purposes. The tests used and grades tested vary somewhat from

year to year. Recently, programs have used the Otis Quick-Scoring Mental Ability Tests (World Book Company) in Grades 4 and 6 and the Stanford Achievement Tests (World Book Company) in Grades 2 to 8, inclusive. No uniform test is administered to Grade 1. On occasions the Unit Scales of Attainment (Educational Test Bureau) and the Metropolitan Achievement, Primary I Battery (World Book Company), have been used. The achievement testing program on the secondary school level is determined largely by the testing areas requested by local administrators. Generally speaking, cooperative tests are used. Districts frequently request additional tests in particular areas and no uniform pattern prevails.

PUBLICATIONS: Winter Testing Program in Grades Four, Five, and Six of the State Board Unit Schools, 1948, mimeographed, State Department of Public Instruction, Dover, Del.

Spring Testing Program, Elementary, 1949, State Department of Public Instruction, Dover, Del., mimeographed.

Spring Testing Program of Some of the Secondary Schools, 1949, mimeographed, State Department of Public Instruction, Dover, Del.

FLORIDA - (one program)

AGENCY: Board of University Examiners, University of Florida, Gainesville, Fla.

PERSON IN CHARGE: John V. McQuitty, University Examiner, University of Florida, Gainesville, Fla.

NATURE AND PURPOSE OF THE PROGRAM: Annual State-wide twelfth grade testing program. The test results are used as evidence for college entrance and such guidance purposes as colleges might use results after entrance. The following tests of the Educational Testing Service are used: American Council on Education Psychological Examination, High School Edition; Cooperative English Effectiveness of Expression Test; Cooperative General Achievement Tests covering social studies, natural sciences, and mathematics; Cooperative French Test; Cooperative Latin Test; Cooperative Spanish Test.

GEORGIA - (one program)

AGENCY: Division of Negro Education, State Department of Education, Atlanta, Ga., with the cooperation of the University of Georgia Guidance Center and the Occupational Information and Guidance Service of the State Department of Education.

PERSON IN CHARGE: Robert L. Cousins, Director of Negro Education, State Department of Education, Atlanta 3, Georgia.

NATURE AND PURPOSE OF THE PROGRAM: There are two aspects of the programs offered to Negro high schools. One is the senior testing program, consisting of a scholastic aptitude test and an achievement test battery.

The other is a school-wide testing service. The tests are to be selected from the following:

1. Scholastic Aptitude (Intelligence)
   Otis Quick-Scoring Mental Ability, World Book Company; California Short Form of Mental Maturity, California Test Bureau; A.C.E. Psychological Examination -- high school and college forms, Educational Testing Service.
2. Achievement Tests
   Progressive Achievement Batteries, California Test Bureau; tests of the Educational Testing Service as follows: Cooperative English Tests, Cooperative Algebra Test, Cooperative General Science Test, Cooperative Social Science Test, Cooperative American History Test.
3. Occupational Interest Inventories
   Lee and Thorpe Occupational Interest Inventory, California Test Bureau; Kuder Preference Record, Science Research Associates.
4. Adjustment Inventories
   Bell Adjustment Inventory, Stanford University Press.

PUBLICATIONS: Georgia Cooperative Testing Program for Negro Schools, State Department of Education, Atlanta 3, Georgia (Circ. 1949).

IDAHO - (no program)

ILLINOIS - (one program)

AGENCY: A State-wide Testing Program is administered by the Unit on Evaluation of the Bureau of Research and Service of the College of Education of the University of Illinois, Urbana, Ill.

PERSON IN CHARGE: J. Thomas Hastings, Director, Unit on Evaluation, Bureau of Research and Service, College of Education, University of Illinois, Urbana, Ill.

NATURE AND PURPOSE OF THE PROGRAM: There are three aspects of the Illinois program. One is the State-wide Testing Program at the high school level. A second is a testing service where at such times as a high school desires to use the tests it may obtain certain standardized tests and materials from the Unit on Evaluation on a rental basis. A third aspect is the advisory and consultation services furnished by the Unit on Evaluation.

1. State-wide High School Testing Program. There are three tests used in this program for the 11th and 12th grades. The tests are: New California Short-Form Test of Mental Maturity, California Test Bureau, Advanced Tests of Reading Comprehension, Test of Writing Skills. The last two tests named were constructed especially for the program. The University distributes the examination to the school, receives the test papers, scores the tests, and makes a report back to the schools. The report contains information in addition to test scores which will be of use in guidance.

2. Test Rental and Scoring Service. The Unit on Evaluation makes some 38 tests available for rental to high schools. Most of the tests are for use in grades 9-12, but some are for grades 4-9. The University scores the answer sheets, if desired, and makes various types of reports on the scores. The schools are charged for the scoring service at cost.

3. Advisory and Consultative Services. The University will, on request, provide information concerning reliability, validity, stated purposes, types of norms, etc., about specific published tests. The University will help, on request, with the selection of tests and the interpretation of the results of measurement. Consultations at schools may be arranged.

The over-all purpose of the program is to furnish more accurate information about individual pupils in the schools for improved guidance services.

PUBLICATIONS: Muntyan, M. A. A Study of the Re-Test Factor in the Illinois State-wide High School Testing Program. Reprinted from Journal of Educational Research, XLI, pp. 183-192 (November 1947).

Thomann, Don F. Relationships Between the High School and College Editions of the American Council on Education Psychological Examination and Their Relative Value in Predicting College Achievement. Reprinted from College and University, January 1948.

Thomann, Don F. Educational Plans of Illinois High School Students in Relation to Financial Situation and Academic Aptitude. Reprinted from Illinois Academy of Science Transactions, Vol. 41, 1948.

The following two publications are part of the annual series of bulletins which are issued by the Bureau of Research and Service, College of Education, University of Illinois, Urbana. They give information about the State-wide Testing Program (general information, norms, instructions for administration, etc.) and the test rental and scoring service.

Better Pupil Adjustment, Bulletin No. 8, June 1943.

Interpretation and Use of Test Results, Bulletin No. 3. 1945.

INDIANA - (two programs)

Program No. 1

AGENCY: Bureau of Research and Field Services, School of Education, Indiana University, Bloomington, Ind.

PERSON IN CHARGE: W. H. Fox, Assistant Director, Division of Research and Field Services, School of Education, Indiana University, Bloomington, Ind.

NATURE AND PURPOSE OF THE PROGRAM: The Indiana University, through the Division of Research and Field Services of the School of Education, offers

complete or partial testing services to schools. These services are offered under the following four plans:

Plan I calls for the public school personnel to administer the tests, score the tests, determine individual norms, and construct psychographic profiles. Under this plan, schools would provide their own scoring, but the services of the Division would be available in the functional aspect of helping to determine the number and type of tests to be ordered and in helping with the general problem of how much or how little of a basic program should be attempted by the individual school.

Plan II calls for the school to administer the tests and also process the results after the tests are scored. The Division would provide suggestions, make out test orders, and score all machine-scorable tests.

Plan III is similar to Plan II except that the Division, in addition to scoring the tests, places the individual norms on the machine-scorable answer sheets.

Plan IV relieves the public school of all responsibility except the administration of the tests and the scoring of non-machine-scorable tests. The Division of Research and Field Services, under this plan, would counsel with the public school in regard to the extent of testing to be desired, help with test orders, score the tests, determine norms, and construct individual psychographic profiles for all tested levels from the fourth grade up.

Tests from the following companies are offered:

Bureau of Educational Research and Service
Bureau of Publications
California Test Bureau
Educational Testing Service
Houghton Mifflin Company
McKnight and McKnight
Psychological Corporation
The Steck Company
Science Research Associates
Stanford University Press
World Book Company

The purpose of the program is to (1) help in evaluating the extent to which various subject-matter achievement levels are being attained for the groups as a whole, and (2) to provide data for each student which may be used in individual guidance. Of these two objectives, the second is by far the more important.

PUBLICATIONS: Fox, W. H. Testing Services Offered by the Division of Research and Field Services. Bulletin of the School of Education, Indiana University, Vol. 23, No. 3, 1947.

Ivins, W. H., Fox, W. H., and Segel, D. A Study of a Secondary School Program in Light of Characteristics and Needs of Youth. Bulletin of the School of Education, Indiana University, Vol. 25, No. 6, November 1949.

Boyer, R. A., and Eaton, M. T. Standardized Testing in the Schools of Indiana. Bulletin of the School of Education, Indiana University, Vol. 27, No. 1, January 1951.

Program No. 2

AGENCY: State High School Testing Service for Indiana, Division of Educational Reference, Purdue University, Lafayette, Ind.

PERSON IN CHARGE: Committee on High School Tests for Indiana: H. H. Remmer Chairman, Purdue University; J. E. Grinnell, Indiana State Teachers College; Ralph Noyer, Ball State Teachers College; Wendell W. Wright, Indiana University.

NATURE AND PURPOSE OF THE PROGRAM: Test construction and publication, consultation, and research.

1. Achievement Tests: Approximately 50 subject-matter achievement tests, grades 7-12, are published each semester. These tests are based on Indiana courses of study and approved textbooks. Norms are provided for Short Term Schools, Long Term Schools, and for the State as a whole. Cost of these tests to the schools are based only on the cost of materials and printing. Test results are intended only for the teacher as an aid in the evaluation of the achievement of the students.

2. Guidance Tests: Standardized Mental Abilities Tests, and Personality Tests are available to aid in the counseling and guidance of students.

3. Consultation: The staff is available for consultation with any teacher who has problems in aptitude or achievement testing in the public schools.

4. Research: Full cooperation is given to any teacher wishing to undertake research in the field of testing in the high school.

PUBLICATIONS: An Announcement of Services and a Catalogue of available tests are sent each semester to all schools in Indiana.

IOWA - (one program)

AGENCY: College of Education, State University of Iowa, Iowa City, Iowa.

PERSON IN CHARGE: E. F. Lindquist, Director, University Examination Service, State University of Iowa, Iowa City, Iowa.

NATURE AND PURPOSE OF THE PROGRAM: One aspect of the program is the testing of Silent Reading Comprehension, Work-Study Skills, Basic Language Skills, Basic Arithmetic Skills in grades 6-9, inclusive. These tests are constructed at Iowa State University. The purpose of these tests, as stated in the Manual for Interpretation of the Iowa Every-Pupil Tests of Basic Skills is, "These skills (i.e., the ones tested) are all crucial in the whole educational development of the pupil, and largely determine the extent to which he can profit from later instruction. . . The primary purpose of these tests is to enable teachers and school officials to become more intimately and reliably acquainted with the educational accomplishments and capabilities of each pupil, in order that instruction and guidance may be better adapted to his individual needs, interests, and abilities. A secondary but also important purpose is to provide the school official with a more objective and dependable basis for the evaluation of school and class achievement. These tests should have their principal value, then, in determining those specific aspects of the pupil's development most in need of individual attention, and in planning remedial and individualized instruction. They should also prove highly valuable for the administrator or supervisor in identifying those aspects of the whole instructional program most in need of increased emphasis and attention, that is, in locating areas in which increased supervisory 'drive' is needed or in which curriculum reorganization is desirable." These tests of basic skills are distributed, scored, and interpreted by the Iowa State University. Service to schools by staff members is also offered on a limited basis.

The other aspect of the program is the use of the Iowa Tests of Educational Development in the ninth to twelfth grades. The purpose of this testing as stated in the bulletin, "The Nature and Purpose of the Iowa Tests of Educational Development," is definitely that of helping teachers understand their pupils better. It is stated: "In planning these tests, the test authors reasoned that, given a new class in one of the subjects you are now teaching, there are two types of information you would most need to have about your pupils. First, you would need to know how far they have already developed in the direction you want to take them, that is, how much they already know about the subject and how adequate a background they have for its study or how much skill they have already acquired in it. Second, you would need to know how much they differ in their ability to learn, and particularly in their ability to use the instructional materials at your disposal. This means, not just that you would need to know how intelligent they are but, more specifically, what kinds of study habits they have formed, how well they know how to use books in general, and how familiar they are with and how well they can use the specific reference materials of most importance in your subject. Most of all, you would need to know how well they can read, since clearly most of what they learn they learn through reading."

This test, constructed at the University of Iowa, consists of the following parts:

1. Understanding of Basic Social Concepts
2. Background in the Natural Sciences
3. Correctness in Writing
4. Ability To Do Quantitative Thinking
5. Ability To Do Qualitative Thinking
6. Ability To Interpret Reading Materials in the Social Studies
7. Ability To Interpret Reading Materials in the Natural Sciences
8. Ability To Interpret Literary Materials
9. General Vocabulary
10. Use of Sources of Information

These tests are given at the beginning of the year by cooperating schools.

PUBLICATIONS: Manual for Interpretation of Iowa Every-Pupil Tests of Basic Skills, College of Education, State University of Iowa, Iowa City, Iowa.

Supplement for Pupil Scores on the Iowa-Pupil Tests of Basic Skills, College of Education, State University of Iowa, Iowa City, Iowa.

The Nature and Purpose of the Iowa Test of Educational Development, Science Research Associates, Chicago, Ill., 1947.

Manual for the School Administrator, College of Education, State University of Iowa, Iowa City, Iowa.

How To Use the Test Results (Iowa Tests of Educational Development), Science Research Associates, Chicago, Ill., 1946.

KANSAS - (two programs)

Program No. 1

AGENCY: State Department of Education, Topeka, Kans.

PERSON IN CHARGE: Mr. W. A. Stacey, Assistant Superintendent, Department of Public Instruction, Topeka, Kans.

NATURE AND PURPOSE OF THE PROGRAM: In this program, the Coordinated Scales of Attainment are offered in grades 4 through 8. These tests cover the elementary school subjects of these grades. The county superintendents distribute the tests and tabulate scores by counties after the papers have been scored by classroom teachers. The tabulations from each county are sent through the State office to the publisher, who makes tabulations for the whole State and a report on the results.

The test results are used for two purposes. One is the use made by classroom teachers in adjusting instruction and in general guidance for each pupil. The other is as a measurement for in-grade promotion.

PUBLICATIONS: See reports appearing in the Kansas Teacher.

Program No. 2

AGENCY: Bureau of Educational Measurements, Kansas State Teachers College, Emporia, Kans.

PERSON IN CHARGE: Dr. H. E. Schrammel, Director, Bureau of Educational Measurement, Kansas State Teachers College, Emporia, Kans.

NATURE AND PURPOSE OF THE PROGRAM: The Bureau of Educational Measurements sponsors the Every Pupil Scholarship Test in which the various elementary and high school subjects are tested. These tests are constructed by or under supervision of the Bureau.

The Bureau also distributes a large number of standardized tests, many of which are its own publications, but others are distributed from other publishers. These tests are selected because of special merit and are therefore placed on the market with the Bureau's endorsement.

The Bureau of Educational Measurements also serves in an advisory capacity to schools in selecting tests and aids in interpreting test results.

The tests are used for aiding in the instruction of pupils and in the promotion of pupils in a subject.

PUBLICATIONS: Standard Tests Number, Kansas State Teachers College, Bulletin of Information, Vol. 30, No. 9, September 1950.

Bulletin of Information, Kansas State Teachers College, Vol. 30, No. 5, May 1950.

The Fifty-Second Nation-wide Every Pupil Scholarship Test, Bulletin of Information, Kansas State Teachers College, February 1, 1950.

KENTUCKY - (one program)

AGENCY: Kentucky Cooperative Counseling and Testing Service, Administration Building, University of Kentucky, Lexington, Ky.

PERSONS IN CHARGE: Dr. Lysle W. Croft, Director; Dr. Robert D. North, Assistant Director.

NATURE AND PURPOSE OF PROGRAM: The Service provides the schools of the Commonwealth with tests, scoring facilities, answers to testing and guidance programs, and professional literature. It also sponsors an annual State-wide administration of the Kentucky Classification Battery to high school seniors in Kentucky, to provide an index for evaluating their relative academic abilities. The Service aims to "aid the schools of the Commonwealth in their guidance programs by providing professional tools, techniques and advice."

Tests constructed by the agency are: Kentucky Classification Battery--General Ability, English Fundamentals, and Mathematics; Work Interest

Analysis; College Interest Inventory. Tests carried in stock: Kuder Preference Record, Science Research Associates; Strong Vocational Interes Blank for Men and Women, Stanford University Press; Bell Adjustment Inven tory, Stanford University Press; Otis Quick-Scoring Mental Ability Tests, World Book Company; California Test of Mental Maturity, California Test Bureau; Metropolitan Achievement Tests, World Book Company; Progressive Achievement Tests, California Test Bureau; Iowa Silent Reading Test, World Book Company.

Small quantities of many additional standard tests and questionnaires are also carried in stock, and all other tests on the market can be ordered through the Service at the publishers' list prices.

PUBLICATIONS: Personnel Newsletter, Kentucky Cooperative Counseling and Testing Service, University of Kentucky, Lexington, Ky.

Compilation of High School Test Results, Annual Report, Kentucky Cooperative Counseling and Testing Service, University of Kentucky, Lexington, Ky.

LOUISIANA - (no program)

MAINE - (two programs)

Program No. 1

AGENCY: State Department of Education, Augusta, Maine.

PERSON IN CHARGE: Mr. Phillip A. Annas, Deputy Commissioner for Secondary Education, State Department of Education, Augusta, Maine.

NATURE AND PURPOSE OF THE PROGRAM: An eighth-grade examination is furnished by the State Department to those school systems which do not maintain secondary schools, the purpose of which is to furnish local school authorities, who have to pay tuition for students of high school age, added evidence to determine their eligibility to secondary school tuition privileges. The examination is constructed by the State Department of Education.

PUBLICATIONS: None.

Program No. 2

AGENCY: School of Education, University of Maine, Orono, Maine.

PERSON IN CHARGE: Dr. Mark R. Shibles, Director of Education, School of Education, University of Maine, Orono, Maine.

NATURE AND PURPOSE OF THE PROGRAM: This program consists of a psychological examination for high school seniors for use in the guidance of students into colleges and universities.

PUBLICATIONS: None.

MARYLAND - (one program)

AGENCY: State Department of Education, Baltimore, Md.

PERSON IN CHARGE: Dr. James E. Spitznas, Director of Instruction, State Department of Education, 1201 Nathieson Building, Baltimore, Md.

NATURE AND PURPOSE OF THE PROGRAM: The State Department of Education has projected a program of testing for the schools of the State, covering grades 1, 3, 6, 9, 11, and 12. The purpose of the program is "to provide school people on the local school, the county, and the State levels with objective data as bases for curriculum planning. These include data on individual differences in interest, ability, and aptitude, which serve as bases for guidance programs and for a variety of adaptations which should be made within the program to meet individual needs." Certain tests were recommended for use in this program, studied by a committee and then selected for uses as follows: First grade--Reading Readiness, California Test Bureau; Third grade--California Test of Mental Maturity, Primary Series, California Test Bureau; Sixth Grade--California Test of Mental Maturity, Elementary Series, California Test Bureau; Progressive Achievement Tests: Elementary Battery, California Test Bureau; Twelfth grade--General Educational Development Tests, Science Research Associates and Educational Test Service.

PUBLICATIONS: None.

MASSACHUSETTS - (no program)

MICHIGAN - (one program)

AGENCY: Bureau of School Services, University of Michigan, Ann Arbor, Mich.

PERSON IN CHARGE: Dr. Lawrence E. Vredevoe, Director, Bureau of School Services, University of Michigan, Ann Arbor, Mich.

NATURE AND PURPOSE OF PROGRAM: The Michigan testing program is offered to all schools in the State of Michigan, grades 7-12. Tests for suggested use are recommended by the Michigan Secondary School Association Curriculum and Guidance Committee. The Bureau of School Services offers consultative services with individual schools concerning these and other tests. The purpose is "to encourage schools to be cognizant of the proper role of testing in the guidance of pupil growth and the evaluation of the curriculum." Following are the tests for suggested use by schools: New California Short-Form Test of Mental Maturity, Intermediate, California Test Bureau; New California Short-Form Test of Mental Maturity, Advanced, California Test Bureau; Kuder Preference Record Booklet, Form BB or CH, Science Research Associates; Mooney Problem Check List, Psychological Corporation; Cooperative Reading Test C1, Educational Testing Service; Iowa Algebra Aptitude Test; Bureau of Research and Reference; Differential Aptitude Tests, Psychological Corporation.

PUBLICATIONS: The Michigan High School Testing Program, 1950-51, Bureau of School Services, University of Michigan, Ann Arbor, Mich.

MINNESOTA - (two programs)

Program No. 1

AGENCY: University of Minnesota, Minneapolis, Minn.

PERSON IN CHARGE: Dr. Ralph F. Berdie, Director and Associate Professor of Psychology, University of Minnesota, Minneapolis, Minn.

NATURE AND PURPOSE OF THE PROGRAM: The Cooperative English Test and the Psychological Examination (Educational Testing Service) are used with high school seniors to aid in determining their eligibility for entrance into college.

PUBLICATIONS: Mimeographed report, Memorandum to the Committee on High School-College Relationships of the Association of Minnesota Colleges, E. G. Williamson, Chairman, 1948.

Program No. 2

AGENCY: State Department of Education, St. Paul, Minn.

PERSON IN CHARGE: Dr. Roy H. Larson, Director of State Board Examinations, State of Minnesota Department of Education, St. Paul, Minn.

NATURE AND PURPOSE OF THE PROGRAM: A testing program in grades 6-8 at the beginning of the year using the Coordinated Scales of Attainment is recommended. The results are to be used for grouping for instruction within classes and for discovering weaknesses which may be followed up by remedial instruction. Another testing program is designed for grades 9-13 at the end of the year, consisting of the Iowa Tests of Educational Development or the subject matter tests for high school subjects covered by the Educational Testing Service.

PUBLICATIONS: None.

MISSISSIPPI - (no program)

MISSOURI - (one program)

AGENCY: State Department of Education, Division of Public Schools, Jefferson City, Mo.

PERSONS IN CHARGE: Raymond Roberts, Director of Supervision, and Oscar G. Schupp, Director of Research and Statistics, State Department of Education, Jefferson City, Mo.

NATURE AND PURPOSE OF THE PROGRAM: Semester examinations covering the Elementary Courses of Study are prepared for each subject area in the fifth, sixth, seventh, and eighth grades, prepared and issued by the State Department. Teachers give and score tests under direction of county superintendents of schools. Final examinations are also prepared by the State Department for those completing the eighth grade. These tests are sent to the county superintendent who either administers or has them administered in their respective counties. The final examination is one basis for graduation from the elementary schools of classified districts. The standardized test is the basis for admission of students from unclassified schools to high schools. There is also a Test Scoring Service extended to local schools to assist them in school-wide or county-wide testing programs. The State Department will furnish the tests, answer sheets, and will score and interpret the results for a small fee. The purpose of this program is to give assistance in testing programs on both elementary and high school levels.

PUBLICATIONS: None.

MONTANA - (one program)

AGENCY: A State-wide committee composed of representatives of the Schools of Education of Montana State College and Montana State University, the State School Administrators Association, the State Department of Public Instruction, and other educational groups in the State, sponsors the program. It is administered through the State Department of Public Instruction, Helena, Mont.

PERSON IN CHARGE: Dr. Truman Cheney, State Supervisor of Occupational Information and Guidance, State Department of Public Instruction, Helena, Mont.

NATURE AND PURPOSE OF PROGRAM: This is a State-wide uniform testing program. The purpose is mainly for individual guidance, but is used also to give to local school administrators "insight into curricular and instructional problems by studying the performance of an entire school system as compared with that of comparable systems." The committee in charge of the testing sponsors workshops and conferences throughout the State to aid the schools in using the test results for analyzing pupils' growth.

PUBLICATIONS: First and Second Annual Reports of the Advisory Committee for a Coordinated Testing Program for Guidance in Montana Schools, 1947-8, 1948-9. For copies, write to State Department of Public Instruction.

NEBRASKA - (one program)

AGENCY: State Department of Public Instruction, Lincoln, Neb.

PERSON IN CHARGE: Dr. Edith S. Greer, Supervisor of Elementary Education, State Department of Public Instruction, Lincoln, Neb.

NATURE AND PURPOSE OF THE PROGRAM: An achievement test selected by the State Department of Public Instruction is administered to pupils who have completed the first eight grades in school districts not maintaining high school grades. The purpose is "to obtain test results which will serve as a partial basis for determining the eligibility of these pupils for free high school tuition."

PUBLICATIONS: Basic Guidance, Bulletin No. 1, Department of Vocational Education, State Capitol, Lincoln, Neb.

NEVADA - (one program)

AGENCY: State Department of Education, Carson City, Nev.

PERSON IN CHARGE: Glenn A. Duncan, Superintendent of Public Instruction, Carson City, Nev.

NATURE AND PURPOSE OF PROGRAM: The Stanford Achievement Test is administered to all schools with less than four teachers at the beginning and end of each school year.

PUBLICATIONS: None.

NEW HAMPSHIRE - (one program)

AGENCIES: Through the cooperative efforts of the State of New Hampshire Department of Education and the University of New Hampshire, a State-wide testing program has been established, with services to be provide by the University.

PERSON IN CHARGE: Russell H. Leavitt, Chief, Division of Instruction, Department of Education, State of New Hampshire, Concord, N. H.

NATURE AND PURPOSE OF PROGRAM: Participation in the program is voluntary. A comprehensive test battery is being used in grades 9, 10, and 11 in most cases, but not in all of these grades in the same school. Emphasis is placed on vocational aptitude. All seniors are given the American Council Psychological Examination (Educational Testing Service) and the Cooperative Reading Test (Educational Testing Service).

PUBLICATIONS: None.

NEW JERSEY - (no program)

NEW MEXICO - (two programs)

Program No. 1

AGENCY: State Department of Education, Santa Fe, N. Mex.

PERSON IN CHARGE: Bernadine C. Kelly, Director, Teacher Education, State Department of Education, Santa Fe.

NATURE AND PURPOSE OF THE PROGRAM: A testing program for grades 1-8 is recommended. The primary purpose of the program is for instruction. A workshop is held in the summer to aid in interpreting the test results. The Metropolitan Achievement Tests (World Book Company) are used.

PUBLICATIONS: A Cooperative State Testing Program for New Mexico, Charles L. Rose, State Superintendent of Public Instruction, Gail N. Barber, Director, Elementary Education, Santa Fe, January 1948.

Cooperative State Testing and Pupil Study Program, A Report on Fall Testing, 1949, Charles L. Rose, State Superintendent of Schools, and Bernadine C. Kelly, Director of Teacher Education, State Department of Education.

Program No. 2

AGENCY: University of New Mexico, Albuquerque, N. Mex.

PERSON IN CHARGE: Dr. A. A. Wellick, Head, Counseling and Testing Services, University of New Mexico, Albuquerque.

NATURE AND PURPOSE OF PROGRAM: Juniors and seniors are tested for academic aptitude in this program. The following tests are used: A.C.E. Psychological Examination for high school seniors (Educational Testing Service); a test of reading comprehension of physical science and social science material; a writing skills test. (The latter two were devised by the University of Chicago for use in the Illinois State-wide testing program.) The purpose is two-fold: (1) "The results of the tests may be used by the individual high schools in their counseling program; (2) the University of Mexico uses the results in selecting students for admission."

PUBLICATIONS: Interpretation and Use of Test Results, mimeographed, University of New Mexico, Albuquerque.

NEW YORK - (one program)

AGENCY: Bureau of Examinations and Testing, Division of Pupil Personnel Services, State Education Department, Albany, N. Y.

PERSON IN CHARGE: Dr. Peter Muirhead, Chief, Bureau of Examinations and Testing, State Department of Education, Albany, N. Y.

NATURE AND PURPOSE OF PROGRAM: There are several parts to the measurement program. These may be described as follows:

1. Regents Examination. The examination is now offered in many of the high school subjects for "general supervisory purposes and as partial measures of achievement for pupils of average ability who pursue courses of study within a curriculum framework upon which Regents Examinations are based." Each school uses the Regents Examination or not depending upon the type of testing program it suggests as a substitute.

2. Scholarship Examinations. A special examination is provided for seniors to compete for the University Scholarships, the Cornell Scholarship, and the War Orphans Scholarship. A general comprehensive examination is also provided for seniors competing for scholarships for children of deceased or disabled veterans.

3. General Achievement and Intelligence Testing Program. The Bureau offers its own progress test in achievement and suggests the use of intelligence tests, general achievement batteries, reading tests, and arithmetic tests for all grades, kindergarten through the twelfth grade. The purpose of this is expressed by the Bureau as follows: "The function of measurement in the school today must keep pace with our changing philosophy of education. Modern education demands that each child be given the opportunity to progress as rapidly as he can, or as slowly as he must. Education is a continuous process in which, by skillful teaching, the development of the child is guided step by step on the basis of the speed, direction, and extent of his previous growth. If maximum growth and development of each child are to be the controlling aim of our schools, then frequent measures of each child's abilities, readiness levels, and rates of progress must be made available. Only when we know the potentialities and accomplishments of the pupils are we in an adequate position to plan and achieve the educational objectives of the school. What type of curriculum should the school offer the child? What methods of teaching are likely to be most effective? What special strengths and weaknesses should be taken into consideration in planning the child's educational program? What progress in growth and development is the child making under the guidance he is receiving? The results of a well-designed testing program can furnish a starting point for answering these questions." The Bureau also will implement its suggestions with field service.

PUBLICATIONS: New York Examinations, Handbook No. 3, State Education Department, Division of Examinations and Testing, Albany, N. Y., April 1950.

The School Testing Program, Division of Examinations and Testing, New York State Department of Education, Albany, N. Y., 1950.

NORTH CAROLINA - (one program)

AGENCY: State Department of Public Instruction, Raleigh, N. C.

PERSONS IN CHARGE: Dr. J. Henry Highsmith, Director, and A. B. Combs, Assistant Director, Division of Instructional Service, State Department of Public Instruction, Raleigh, N. C.

NATURE AND PURPOSE OF THE PROGRAM: An annual achievement testing program is provided for the elementary schools usually in the fourth and fifth and in the seventh and eighth grades. Recent programs have used the Stanford Achievement Tests (World Book Company). The results are used both for

analyzing the strengths and weaknesses of the curriculum from the State level and for use by individual schools in checking on the efficiency of the school program. Results are also used by individual schools for a variety of educational guidance purposes.

PUBLICATIONS: State Analyses, issued by the World Book Company, Yonkers, N. Y.

NORTH DAKOTA: (one program)

AGENCY: State Department of Public Instruction, Bismarck, N. Dak.

PERSON IN CHARGE: Miss E. Helen Iorns, Director of State Examinations, State Department of Public Instruction, Bismarck, N. Dak.

NATURE AND PURPOSE OF THE PROGRAM: North Dakota has a State-wide testing program for grades 4 through 8. The test is the Coordinated Scales of Attainment (Educational Testing Bureau). The North Dakota State-wide testing program is planned to assist teachers in learning the weaknesses of their pupils so that they may teach more effectively.

PUBLICATIONS: None.

OHIO - (two programs)

Program No. 1

AGENCY: Ohio Scholarship Tests, State Department of Education, Columbus, Ohio.

PERSON IN CHARGE: Clyde Hissong, Superintendent of Public Instruction; Ray G. Wood, Director of Scholarship Test and Instructional Research, State Department of Education, Columbus, Ohio.

NATURE AND PURPOSE OF THE PROGRAM: The Ohio State Department of Education directs a manifold State-wide testing program, under the general title of Ohio Scholarship Tests.

1. The Senior Survey Course. This is administered at the beginning of each semester to each new senior class. The tests include Reading, English Usage, and Mathematics. The purpose of these tests is to discover pupils' weaknesses in the fundamental subjects in order to offer remedial courses.

2. General Scholarship Test for High School Seniors. In general, the upper 40 percent of the senior class are eligible to participate in this examination, which is given for the purpose of awarding scholarships for college. Subjects tested include Mathematics, English (Usage and Literature), History--World and American, Science, Reading, and Language Concepts.

3. Every Pupil Test, First and Second. The Every Pupil Tests are administered to all school children from grade 2 through grade 12. Tests include the various subjects taught in school. One series of the Every Pupil Test is given at the beginning of the year. It is diagnostic in order to discover weaknesses so that remedial work can be given. The other series of the Every Pupil Test, given later in the school year, tests primarily for achievement in the various subjects.

4. The Ohio Guidance Tests for the Elementary Grades. A series of guidance tests for the elementary schools consists of six tests--Interest Inventory, Individual Summary Sheet for Committee Selections, Social Acceptance Scale, The Social Recognition Scale--Who's Who in My Group, and The Ohio Thinking Check-Up. This series of instruments is most useful for the evaluation of the social adjustment of elementary school children. The tests used in the Ohio State Department program are constructed by the Department or under its supervision.

PUBLICATIONS: Leaflets describing the several phases of the program and articles in the Educational Bulletin (Ohio).

Program No. 2

AGENCY: Ohio State University, Columbus, Ohio.

PERSON IN CHARGE: H. A. Toops, Professor of Education, Ohio State University, Columbus, Ohio.

NATURE AND PURPOSE OF PROGRAM: This is an annual scholastic aptitude examination for graduating high school seniors who expect to go to college. It is used for guidance purposes for college entrance.

PUBLICATIONS: A number of reports have been issued regarding the validity and uses of this test by the Ohio College Association, Ohio State University, Columbus, Ohio.

OKLAHOMA - (one program)

AGENCY: Evaluation and Testing Service, Extension Division, University of Oklahoma, Norman, Okla.

PERSON IN CHARGE: Dr. Harvey C. Hansen, Extension Division, University of Oklahoma, Norman, Okla.

NATURE AND PURPOSE OF PROGRAM: The Evaluation and Testing Service of the University of Oklahoma furnishes machine-scorable tests on a rental basis. After the tests are administered, all the material is returned to the Service, where the answer sheets are scored and results tabulated in a form that will be helpful in interpreting them. Some hand-scorable tests are available; when these are used, the scoring and tabulating are done at the schools. When schools own the necessary materials, they often send the used answer sheets to the department for scoring and tabulation.

The program covers all grades from the first through the senior high school. Following are the types of tests given and their publishers:

Types of Tests:
Mental Capacity Tests, Achievement Tests, Interest Tests, Aptitude Tests, Adjustment Tests.

Publishers:
Bureau of Educational Research and Service (Iowa)
Bureau of Publications, Teachers College, Columbia University
California Test Bureau
Educational Test Bureau
Educational Testing Service
Houghton Mifflin Company
McKnight and McKnight
Psychological Corporation
Public School Publishing Company
Science Research Associates
Stanford University Press
World Book Company

Other services provided by the Extension Division of the University in connection with the testing program are a lending service, whereby teachers and administrators have access to sample copies of mental capacity, guidance, achievement, and other tests in order to help them with certain instructional or other problems; an advisory service, in which the department provides advisory information regarding selection and use of tests; and individualized assistance, which is given principals and teachers when further help of a specialized nature is needed.

PUBLICATIONS: Evaluation and Testing Service, University of Oklahoma Bulletin, Extension Division, No. 1034, January 15, 1950.

OREGON - (no program)

PENNSYLVANIA - (no program)

RHODE ISLAND - (no program)

SOUTH CAROLINA - (one program)

AGENCY: University of South Carolina, Columbia, S. C.

PERSON IN CHARGE: Dr. W. C. McCall, Personnel Bureau, University of South Carolina, Columbia, S. C.

NATURE AND PURPOSE OF PROGRAM: A Program of Educational Development Examinations in the Senior High Schools of South Carolina is projected. As a service program for the high school, the significance would be primarily that of a guidance program, affording helpful information to students and parents, to teachers and school officials, and to colleges and business

firms. Tests used are: The Cooperative General Achievement Test, Cooperative English Test, General Educational Development Tests, all from the Educational Testing Service.

PUBLICATIONS: Mimeographed bulletin, entitled, A Program of General Educational Development Examinations in the Senior-High Schools of South Carolina.

SOUTH DAKOTA - (one program)

AGENCY: University of South Dakota, School of Education, Vermillion, S. Dak.

NATURE AND PURPOSE OF PROGRAM: This program is called the South Dakota High School Scholastic contest program and is open to all high school seniors. A General Preliminary Examination and a Final Examination are given. The tests are not standardized but are developed by the faculty members of the University. Subjects tested are English, Social Science, Mathematics, and Science. Purposes of the contests are (1) the motivating of good scholarship, (2) the granting of aid to superior students, and (3) the using of examination results as a basis of selection of students for college work.

PUBLICATIONS: High School Scholastic Contests in South Dakota, Batson, William H., University of South Dakota, Vermillion, 1945.

What Happened to the Students in the Lowest Quartile?, Batson, William H., South Dakota Academy of Science Journal, Vermillion, 1949.

TENNESSEE - (one program)

AGENCY: State Department of Education, Nashville, Tenn.

PERSON IN CHARGE: Joseph E. Avent, Director, Tennessee State Testing Program, State Department of Education, Nashville, Tenn.

NATURE AND PURPOSE OF PROGRAM: In the elementary schools, grades 4, 5, 6, and 8 are tested. All of the senior high school grades are tested--grades 9-12. In the elementary schools, the tests used are the Otis Quick-Scoring Mental Ability Tests (World Book Company) and the Language Arts and Arithmetic parts of the Intermediate Form of the Stanford Achievement Test. In the senior high school the tests used are: Otis Quick-Scoring Tests of Mental Ability, Gamma (World Book Company); Iowa Silent Reading Tests, Revised, Advanced (World Book Company); and Lee-Thorpe Occupational Interest Inventories, Intermediate and Advanced (California Test Bureau); and the Iowa High School Content Examination (Bureau of Educational Research and Service), (this latter for seniors only). The purpose of the program "is that of securing, concerning the pupils involved, certain data of standard nature about those pupils, in addition to the incidental or anecdotal data picked up about them daily, which will help understand those pupils better, teach them better, and guide them better, educationally, vocationally, and otherwise."

PUBLICATIONS: Avent, Joseph E. Report of the Tennessee State Testing Program, issued by the State Board of Education, Nashville 3, Tenn. 1948. Part I, Grades 5 and 6. Part II, Grades 9, 10, 11, 12.

TEXAS - (one program)

AGENCY: Texas Commission on Coordination in Education.

PERSON IN CHARGE: Dr. H. T. Manuel, Director of Research for the Commission, University of Texas, Austin, Tex.

NATURE AND PURPOSE OF THE PROGRAM: The testing program in Texas is designed for many purposes,4/ among which are (a) selection by institutions of higher learning, (b) placement in the night courses in high school, (c) guidance and counseling, (d) control of learning, (e) remedial teaching, (f) motivation, (g) evaluation, and (h) research. The program is flexible in that schools have a wide range of choice of types of tests. For the fourth and seventh grades, the Gray-Voltan General Achievement Tests, Intermediate and Advanced (Steck and Company), and for the high school, the Cooperative English Test (Educational Testing Service), are specially recommended. Other tests recommended for the high school level are the Differential Aptitude Tests (Psychological Corporation), Kuder Preference Record (Science Research Associates), Information Blank, Emotional Adjustment (Steck and Company), and Word-Number Test of Scholastic Aptitude (Steck and Company), and for the elementary school the Word-Number Test of Scholastic Aptitude. Form X (Steck and Company).

PUBLICATIONS: Testing and Test Results, Research Bulletin No. 29, Texas Commission on Coordination in Education, University of Texas, Austin, Tex., March 1949.

Testing Programs, Visiting Teachers and Counselors, Research Bulletin No. 30, Texas Commission on Coordination in Education, University of Texas, Austin, Tex., October 1949.

Plans and Reports, Spring 1950, Research Bulletin No. 31, Texas Commission on Coordination in Education, University of Texas, Austin, Tex., March 1950.

UTAH - (no program)

VERMONT - (one program)

AGENCY: State of Vermont Department of Education, State House, Montpelier, Vt.

PERSON IN CHARGE: B. H. Peake, State Director of Guidance Services, State Department of Education, Montpelier, Vt.

NATURE AND PURPOSE OF PROGRAM: The purpose of the program was originally to provide basic information concerning individuals who might be selected for teacher training at State expense. Test results are now used also for

4/ See Appendix for complete Statement of Suggestions for Every Test Results in Texas.

general guidance purposes. Only eleventh grade students are tested in this program. Tests given are: California Test of Mental Maturity; California Test of Personality; The Occupational Interest Inventory; and the Progressive Reading Test (all from the California Test Bureau).

PUBLICATIONS: None.

VIRGINIA - (one program)

AGENCY: State Department of Education, Richmond, Va.

PERSONS IN CHARGE: R. Claude Graham, Director, Division of Research and Planning; A. L. Wingo, Supervisor of Research, State Department of Education, Richmond, Va.

NATURE AND PURPOSE OF PROGRAM: The program in Virginia is composed of two phases. The nature and purpose of this test is stated as follows:

1. The Eighth Grade Reading Test. "The Iowa Silent Reading Test will be administered to all eighth grade pupils in twelve-grade systems during the fall and spring. . . It is hoped that eighth-grade teachers will make the most of the diagnostic values that may be derived from an efficient use of this test. . . Presumably, the eighth-grade English teachers will in general be assigned the responsibility of administering, scoring, and interpreting the results. . ."

2. Cooperation with selected school divisions in a testing program including general intelligence tests, aptitude tests, interest inventories, and a comprehensive achievement battery at various grade levels. Each program is adapted to local school guidance and instructional purposes.

PUBLICATIONS: Superintendent's Memorandum, August 13, 1948. Subject: The 1948-49 Testing Program. Commonwealth of Virginia, State Board of Education, Richmond, Va., mimeographed.

Memorandum of October 4, 1948. Subject: The Eighth Grade Reading Program. Commonwealth of Virginia, State Board of Education, Richmond, Va., mimeographed.

The Characteristics of a Good Elementary School, Division of Elementary Education, State Department of Education, Richmond, Va., December 1948 (advanced copy), mimeographed.

Looking At Our Elementary Schools: A Tentative Guide for School Improvement Through Evaluation (Experimental Edition), Division of Elementary Education, State Department of Education, Richmond, Va., January 1949.

WASHINGTON - (no program)

WEST VIRGINIA - (no program)

WISCONSIN - (one program)

AGENCY: Student Counseling Center, University of Wisconsin, Madison 6, Wis.

PERSON IN CHARGE: L. E. Drake, Director, Student Counseling Center, 740 Langdon Street, Madison 6, Wis.

NATURE AND PURPOSE OF THE PROGRAM: The Henmon-Nelson test is administered to ninth grade students in the fall and eleventh grade students in the spring. The test results are used for advising pupils regarding course selection in high school and regarding entrance to college. The Strong Vocational Interest Inventory is administered on an optional basis to twelfth grade students in the fall. It is used most frequently for advice regarding occupational goals. An Executive Committee of the High School Principals Association sponsors the program.

PUBLICATIONS: None.

WYOMING - (one program)

AGENCY: State of Wyoming Department of Education, Cheyenne, Wyo.

PERSON IN CHARGE: Miss Louise Pedigo, Director, Elementary and Special Education, State Department of Education, Cheyenne, Wyo.

NATURE AND PURPOSE OF THE PROGRAM: The seventh and eighth grades are tested each year, using the Stanford Achievement Tests (World Book Company), or others of similar type. These tests are administered under the supervision of county superintendents. The test results are used as a partial basis for promotion. The town schools follow individual testing programs in which the Stanford Achievement Tests or Metropolitan Achievement Tests (World Book Company) are most widely used. In these individual testing programs, other tests are also used.

PUBLICATIONS: None.

IV. STATE EVALUATION PROGRAMS

Due to the issuance of the 1950 Edition of the Evaluative Criteria, there is considerable adjustment in plans and methods used by States. Since the Evaluative Criteria, 1950 Edition,5/ are and will be used by many States for the evaluation of schools, this procedure will be gone over at length. Other evaluative methods developed recently in State Departments of Education and by institutions of higher learning will also be listed in order by title. The following is quoted in its entirety from the description given by the Cooperative Study of Secondary School Standards:

"The Origin and Aims of the Cooperative Study

"The Cooperative Study of Secondary-School Standards was organized in 1933 to achieve the following major purposes: (1) To determine the characteristics of a good secondary school, (2) to find practical means and methods to evaluate the effectiveness of a school in terms of its objectives, (3) to determine the means and processes by which a good secondary school develops into a better one, and (4) to locate ways in which regional associations can stimulate secondary schools to continuous growth. The study was extensive in nature. It included analysis of literature pertinent to the problem, development of evaluative materials, try-out of these materials in 200 secondary schools, visitation of the try-out schools by competent educators, an extensive testing program, follow-up studies of graduates, and analysis of pupil and parent judgments of secondary schools. Among the publications resulting from this study, three were used extensively in secondary schools throughout the United States. They were Evaluative Criteria, Educational Temperatures, and How To Evaluate a Secondary School.

"It was understood upon publication of the Cooperative Study materials that future revision of all or some of them would be necessary. The changes and progress made in secondary education during the decade following publication emphasized that a revision program should be undertaken. Also, during the interval between 1940 and 1947, there had been assembled systematically from schools and persons using the evaluative instruments many valuable suggestions and viewpoints for modification of the materials. Plans for a revision program were matured during 1946 and 1947, and financial support was secured or promised from the regional associations, the General Education Board, and the funds built up by the Cooperative Study itself through sale of its publications. In January 1948, the revision program got under way.

"Scope of the Revision Program

"Major phases of the revision program included a careful review of research related to the Cooperative Study materials, examination of the

5/ Cooperative Study of Secondary School Standards, American Council on Education, 1785 Massachusetts Ave., Washington, D.C.

1940 Evaluative Criteria with reference to recent developments in secondary education, development of revision materials and submission of the various drafts of these materials to educators for criticism, try-out of the tentative materials, and final revision and publication. Except for publication, these major phases were carried out during the years 1948 and 1949.

"Extensive contributions to the revision program were made by selected juries who reviewed the tentative materials and made suggestions for improvement. Membership on the various juries included representatives from schools of different sizes, public and independent schools, schools which emphasized programs of general education, and others which emphasized more specialized programs. Also serving on the juries were representatives of teachers colleges and schools of education, State and Federal departments of education, and representatives of professional educational organizations. Cooperating classes at the University of Minnesota participated in the revision. Assistance was given by groups from the American Library Association and the National Association of Guidance Supervisors. These jury members and cooperating groups donated more than 4,500 hours of professional service to the examination and criticism of the tentative revision materials.

"Characteristics of the 1940 Materials Retained

"During the years in which the 1940 publications had been used, it was revealed through research studies, through reports on the use of the criteria, and through comments received at the executive office of the Cooperative Study that the materials had been of great value in bringing about improvements in secondary education. This was especially true when school staffs participating in an evaluation understood clearly the purposes, procedures, and subsequent values connected with the use of the evaluative instruments. The experiences of self-evaluation followed by a visiting-committee evaluation had proved worthwhile to the schools evaluated and to the visiting-committee members and their respective schools. The plan of specific checklist items followed by more general evaluation items was satisfactory. The statements of guiding principles appearing in each section of the criteria had given staff members a clear understanding of the important characteristics and functions of particular phases of the educational program. The development of statements of philosophy and objectives based upon the needs of pupils had proved in some schools to be the most valuable part of the entire evaluation study.

"Experience with the materials had indicated, however, that there were changes which if incorporated would bring the materials up-to-date, would assist secondary-school staffs in using the materials more effectively, and would increase the contributions of the evaluative instruments to the improvement of secondary-school programs.

"Important Features of the Revision

"Educators well acquainted with the materials felt that there was a need to provide more assistance to a secondary-school staff in developing its statement of philosophy and objectives. It was felt that staff members should register their judgments regarding the applicability to their own school of a great variety of educational needs of youth. Accordingly, a teaching staff in using the 1950 edition examines a detailed review of statements of common educational needs of youth. Educators participating in the revision felt that the staff after studying a complete summary of educational needs would be able to state more specifically the objectives it should attempt to achieve and the means and methods which should be used in achieving the objectives. These revised procedures and statements are found in Section C, "Educational Needs of Youth," of the 1950 Criteria.

"Another suggestion mentioned frequently during the use of the 1940 materials was the need for separate sections for the evaluation of the various subject fields included in the school's program. The 1950 edition includes fifteen separate blanks for the evaluation of these major subject fields in addition to one blank for the core program. The blanks contain divisions of checklist and evaluation items which provide opportunities to evaluate the following phases of each subject field: General Organization, Nature of Offerings, Physical Facilities, Direction of Learning, and Outcomes. The Direction of Learning division of each blank contains items pertaining to the preparation of staff, instructional activities, instructional materials, and methods of evaluation. Staff members who have used the separate sections report that the new blanks are convenient to use and that a comprehensive evaluation of the subject field results.

"The suggestion was also made that the revised publication should place increased emphasis upon the qualitative aspects of the secondary school being evaluated and that undesirable emphasis upon the comparison of secondary schools should be avoided. In light of these suggestions, two major changes appear in the revised materials. The rating definitions have been changed to emphasize both the presence of provisions or conditions desirable in a secondary school and their functioning, i.e., the use made of them. The graphic summary of the evaluation now emphasizes qualitative rather than normative data. The process for computing the graphic summaries has been simplified, yet the graphs indicate clearly the aspects of the school which are functioning well and also reveal those conditions which need to be improved.

"A major change which facilitates use of the Cooperative Study materials is the inclusion of the Manual and Graphic Summary in the one volume entitled Evaluative Criteria. Included in the manual are procedures for conducting self-evaluations and visiting-committee evaluations. Although these procedures have been used successfully in evaluating, they are presented for their suggestive value and are not intended to be prescriptive. The revised Manual, Section A, is particularly significant

for secondary-school principals who are organizing evaluations in their own schools and for those who are acting as chairmen of visiting committees.

"The General Committee of the Cooperative Study hopes that the revised Evaluative Criteria will continue the contributions of the 1940 publications to the improvement of secondary education. It is also hoped that the present organization of the materials will facilitate their adaptation to the variety of secondary schools now in existence and that the materials will aid secondary-school staffs in meeting more effectively the educational needs of all youth of secondary-school age. As the materials are used, comments concerning their effectiveness and suggestions for improvement will be welcomed. Suggestions may be sent to the Cooperative Study of Secondary-School Standards, American Council on Education, Washington 6, D.C."

Other procedures than those of the Evaluative Criteria have been developed by State Departments of Education and others. Those developed by State Education Departments or in cooperation with them are described in the following documents, listed by States.

Arizona

Teaching Guide and Philosophy of Education: For Elementary Schools in Arizona. Bulletin No. 1. State Department of Public Instruction. Phoenix, Ariz. 1948.

Arkansas

Checklist on Criteria for the Evaluation of Secondary Schools. (Form F of Annual High School Report.) State Department of Education, Little Rock, Ark., 1947.

Guide for Study of the Elementary School. 1949-50. (Form 263.) State Department of Education, Little Rock, Ark., 1950.

Delaware

Goals and Objectives Through Curriculum Experiences in the Elementary School. Bulletin No. 51, 1949. State Department of Public Instruction, Dover, Del.

Illinois

Characteristics of a Good School. School Board Reference Library. Pamphlet No. 7. Illinois Association of School Boards, February 1947. May be obtained from the University of Illinois, Urbana, Ill.

Indiana

An Evaluation of the Indiana Public Schools. Indiana Study Commission. 1949. May be obtained from the State Department of Education, Indianapolis, Ind.

Kansas

Better Schools for Kansas Children: A Handbook for Teachers. State Department of Education, Topeka, Kans. 1949.

Maryland

Some Suggested Criteria for Evaluating Maryland's Public School Program. Maryland School Bulletin, Vol. 30, No. 1. State Department of Education, Baltimore, Md. July 1949.

New Jersey

Self-Evaluation in the Elementary School. Elementary School Bulletin No. 11, State Department of Education, Trenton, N. J. 1946. (try-out edition)

New York

Elementary School Inventory. Part I. Third Edition. University of the State of New York, Albany, N. Y. 1941

North Carolina

A Survey in Elementary Education: A Suggested Aid in Improving elementary schools. Division of Instructional Service, Department of Public Instruction, Raleigh, N. C. 1949.

Toward Better Elementary Schools: A Report of the 1949 Conference on Elementary Education. School of Education, University of North Carolina, Chapel Hill, N. C. 1949.

Ohio

Ohio Elementary School Standards. State Department of Education, Columbus, Ohio.

Oregon

Check-Chart for Standardization: Oregon Elementary Schools. State Department of Education, Salem, Oreg. 1947.

Pennsylvania

Elementary School Self-Evaluation. Reprint from the Pennsylvania School Journal, April 1948. State Department of Education, Harrisburg, Pa. 1948.

Texas

Handbook for Self-Appraisal and Improvement of Elementary Schools. Revised Edition. Division of Elementary Education, State Department of Education, Austin, Tex. 1948.

Utah

An Instrument for Evaluation of Elementary School Practices in Utah. Department of Public Instruction, Salt Lake City, Utah. 1948.

Virginia

The Characteristics of a Good Elementary School. State Department of Education, Richmond, Va. March 1949.

Looking at Our Elementary Schools. Experimental Edition. State Department of Education, Richmond, Va. July 1949.

APPENDIX A

STATEMENT OF PURPOSES OF STATE TESTING PROGRAM IN TEXAS

"The Purpose of Tests. Tests, scales, and inventories are used to get information on human traits; and, of course, they are useful only as the information they yield is useful. Frequently, the information received from tests is only a small part, or perhaps even no part, of the information needed for the solutions of educational problems. In other situations, they may make a major contribution. It is the purpose of the present article to offer a few suggestions relating to their possible use in dealing with a number of typical problems.

"Selection. When the number of persons to be chosen is less than the available supply, a problem of selection arises. Illustrations may be found which can accommodate only a fraction of those who apply, and the business or industrial concern which has more applicants than can be employed. The problem arises even when no question of numbers is involved if it is decided that some applicants should be rejected because of less favorable chances that they would succeed if the opportunity were offered. Thus, a college might have room for more students than are found to meet its standards.

"Selection can be made on various bases--for example, first-come-first-served, residence, age, socio-economic status, recommendations, school marks, personal qualities, and the like. Certainly in many situations the probability of success will be a strong consideration. The dean of admissions of a college or medical school may be expected to offer the available opportunities to young people who seem most likely to succeed and to reject the applications of those who seem most likely to fail. The personnel manager, similarly, wants to employ applicants who give greatest promise of performance at a high level.

"What part can tests play in the process of selection? The first answer is that they should play only a part. Information from other sources should also receive full consideration. The next thing is to note that prediction from test results rests on probability rather than certainty. When persons are arranged in order of their test scores, the most we can say is that those whose scores are high, have, so far as our data are concerned, greater chance of success and that those whose scores are low have less chance of success. There is no sharp dividing line above which all will succeed and below which all will fail.

"Placement. In education and in many business and industrial situations a type of selection occurs that may perhaps better be designated as placement. The problem in this case is not one of selection or rejection in the over-all situation, but one of placement among a variety of opportunities. Thus, the State may accept the responsibility of educating all children and yet reserve the right of placement in one or another type of opportunity

according to probability of success. ndustry in like manner may open its
doors to nearly all applicants but ex cise a great deal of care in placing
them in jobs where they give greatest omise of success. Illustrations are
not hard to find. The problems of pl ement in a particular grade or course
frequently arises in school and colle . When pupils are grouped for instruc-
tion, the problem of individual place nt is inevitable. Correct placement
increases the chances that they will ve their maximum opportunity for
development. In business and industr a worker who would fail in a position
of one type might be a marked success n another.

"Certainly some of the informa on needed for intelligent placement can
be secured from tests--but not all. e, maturity, experience, interests,
objectives, and other factors are often mportant considerations. We must re-
call also that placement, like select on, includes prediction, and that pre-
diction can be made only in terms of robabilities rather than certainties.
Persons who have the responsibility o placement should be continually alert
to modify decisions in the light of e perience.

"Guidance and Counseling. The ord placement seems to imply arbitrary
action on the part of an administrato but it need not; placement may follow
the desires of the pupil or employee. In any event there are many situations
in which individuals may or must make their own decisions. Often they need
help. Assistance in making choices i known as guidance. Counseling is one
of the processes used in rendering th s assistance.

"A youth who is struggling wit the problem of vocational choice fre-
quently needs information concerning ccupations and concerning his own qual-
ifications in relation to various pos ible occupations. Tests, scales, and
inventories may provide a significant part of this information, giving him in-
sight into his aptitudes, achievement , interests, and personal traits. The
greatest difficulty is in interpreta on, and it is this that makes a large
part of the difference between the me e tester and the qualified counselor.
The misuse of tests by persons, often of good will but inadequate preparation,
threatens to undermine confidence in heir proper use. Undoubtedly one of the
urgent needs of both pre-service and n-service training of teachers and coun-
selors is increased attention to test and their interpretation.

"Counseling on problems of per onal adjustment can sometimes profit
from the use of tests, but the tests o be used or whether they should be used
at all is a matter to be decided in e individual case. Counselors often
find it advantageous to give the clie t a large share of responsibility rela-
tive to the information to be sought. Afterall, if the client is sufficently
mature, the problem is his own; the unselor's function is merely one of
assistance. Naturally, the counselor should be prepared to give assistance
at a high professional level.

"Control of Learning. Tests are useful also in the learning situation to enable the teacher to adjust material, methods, and objectives to the needs, abilities, and interests of individual pupils. This general problem of helping the individual to make the most of his possibilities is still the number-one problem of teaching. Obviously, dealing with individuals intelligently requires a great deal of information, of which an important part can be secured from tests--the teacher's own tests as well as those that can be secured ready-made.

"Remedial Teaching. A special phase of the control of learning is that of dealing with deficiencies of one kind or another. A number of children have unusual difficultywith reading, with other subjects like arithmetic, spelling, or foreign language, or with particular phases of a given subject. Some have unusual problems of adjustment to the social situation or unusual difficulties in developing a normal emotional life. Sometimes it requires a great deal of skill to find the exact nature of the difficulty and to recommend appropriate remedial procedures. Professional workers in this area are frequently called clinicians as distinguished from counselors. Actually, however, the work and training of clinicians and counselors have much in common. Counselors would be much better prepared for their work if they were prepared to understand and diagnose learning difficulties, and certainly clinicians need to be skilled in the techniques of counseling.

"Tests are of value to the clinician in diagnosing more accurately the nature of the difficulty and in finding abilities, achievements, and interests that should be taken into account in a remedial program.

"Motivation. A testing program can be used as a valuable stimulus to both pupils and teachers. Both the teacher and the learner tend to emphasize materials included in tests. Sometimes this tendency leads to unwise use of the contents of the test. In a test of information, for example, the particular items of the test are likely to be mere samples of a much larger body of information and in themselves relatively unimportant. As well as serving to invalidate the test for repetition with the same pupils, teaching the particular items of information would be relatively futile as a device for learning the subject-matter which they represent.

"On the other hand, the tendency of an anticipated test to influence teaching and learning can be put to good use. This is one reason why tests of achievement should include exercises designed to test complex activities like applying knowledge to new situations, relating experiences in one field to experience in another, and judging the soundness of conclusions. Even if it could be shown that equally good results in grading the pupils could be obtained by tests of simpler processes, the advantage of including exercises

ch on their face appear to sample the objectives of the course must not overlooked. (The Forty-fifth Yearbook, Part I, of the National Society r the Study of Education, entitled The Measurement of Understanding /The iversity of Chicago Press/, is recommended as a source of suggestions for sting.)

"Evaluation. Teachers and pupils alike need to evaluate their progress oward the goals which they have set. Measurement can and should lend precision to this process. There should be more of the 'before' and 'after' type f testing, in which pupils are given substantially the same test at the beginning of the course as will be used at the end. In many cases it will be ound that students who appear to have profited most from the course on the asis of final accomplishment really had a major part of their superior chievement when the course began. The testing program should include tests lso of aptitudes, interests, and emotional factors so that achievement may e seen in better perspective. Evaluation is a difficult process requiring he consideration of information from many sources.

"Research. The precision which tests are designed to give is a special asset in research. In this process the experimenter is asking a question, and setting up controlled conditions from which he hopes to obtain at least a partial answer. Obviously it is highly desirable that all observations be as accurate as they can be made. It should be noted, however, that a great deal of the success of the study will depend upon the design of the experiment and the interpretations that are made. Persons who simply give a group of tests without carefully planning the program in relation to some problem are likely to find it difficult to use the results in later research. This point is an important one for teachers who wish to give tests for use in a master's thesis. The problem and procedure should be carefully outlined in advance of the testing."

APPENDIX B

ADDRESSES OF PUBLISHERS OF TESTS MENTIONED IN STATE TESTING PROGRAMS 1/

Bureau of Educational Research and Service, State University of Iowa, Iowa City, Iowa.

Bureau of Publications, Teachers College, Columbia University, New York, N. Y.

California Test Bureau,
5916 Hollywood Blvd., Los Angeles, Calif.
110 South Dickinson Street, Madison, Wis.
206 Bridge Street, New Cumberland, Pa.

Educational Test Bureau,
720 Washington Ave., S.E., Minneapolis, Minn.
3433 Walnut Street, Philadelphia, Pa.
2106 Pierce Ave., Nashville, Tenn.

Educational Testing Service,
20 Nassau Street, Princeton, N. J.
4641 Hollywood Blvd., Los Angeles, Calif.

Houghton Mifflin Company, 2 Park Avenue, Boston, Mass.

McKnight and McKnight, 109 West Market Street, Bloomington, Ill.

Ohio College Association, University of Ohio, Columbus, Ohio.

Psychological Corporation, 522 Fifth Avenue, New York, N.Y.

Public School Publishing Company, Bloomington, Ill.

Science Research Associates, 228 South Wabash Ave., Chicago, Ill.

Sheridan Supply Company, Box 837, Beverly Hills, Calif.

Stanford University Press, Stanford University, Calif.

Steck Company, Austin, Tex.

World Book Company,
Yonkers, N. Y.
2126 Prairie Ave., Chicago, Ill.
6 Beacon Street, Boston, Mass.
441 West Peachtree Street, Atlanta, Ga.
707 Browder Street, Dallas, Tex.
121 Second Street, San Francisco, Calif.

1/ This list does not include the names of those State testing agencies constructing their own tests.